In this chapter we look at the design details of aids for lying, sitting, standing, balance, use of hands, and communication. Aids for walking are in Chapter 63.

Whether or not a particular child needs an aid, and what kind of aid she needs, must always be carefully and repeatedly evaluated. An aid that helps a child at one level of development may actually hold her back at another. When considering aids, we suggest you first read the chapters on child development, those covering the particular disability of the child, and Chapter 56.

**NOTE:** Many developmental aids have already been shown in PART 1 of this book, especially in Chapter 9 (cerebral palsy), and in Section C, on child development. Aids and equipment for play and exercise are in PART 2, Chapter 46 (Playgrounds). Wheelboards and wheelchairs are in Chapters 64, 65, and 66.

### Lying aids

Lying face down is a good position for a child to begin to develop control of the head, shoulders, arms, and hands, and also to stretch muscles in the hips, knees, and shoulders. However, some children have difficulty in this position. For example:

- **Rosa** cannot lift her shoulders. She has to bend her neck far back to lift her head.
- **Juan** does not have enough control and balance to reach out his arms.
- **A firm pillow under the chest** may help both these children to lift their heads better and to reach out.

A wedge or slanting support is often helpful. The height depends on the needs of the particular child.

- **Diana** manages best on a wedge high enough so that she can lift herself up a little at arms length. (Height is the length from wrist to armpit.)
- **Cassio** does better on a lower wedge, so he can lift up on his elbows. (Height is slightly less than length from elbow to armpit.)
- **Carmen and others** with little or no arm or hand control do best when their arms can dangle. She can see them moving when she moves her shoulders.

**Wedges can be made with:**

- Stiff foam plastic or layers of cardboard
- A log and a board with a soft foam cover
- A stick frame
Some children are able to control their shoulders, arms, and hands better when lying on one side. A side-lying frame may be helpful for some children with severe cerebral palsy. Try cushions or padded blocks of different shapes until you find what works best. Use straps only if clearly needed to keep a good position.

Also see lying frames for straightening hip flexion contractures (pp. 81 and 86), and lying frames with wheels (pp. 618 and 619).

**ADJUSTABLE BEDS**

This design from the Centre for the Rehabilitation of the Paralysed in Bangladesh adjusts easily from an upper position to a lower position.

The upper position is right for moving to and from a regular wheelchair.

The lower position is right for moving to and from a low-level wheelchair or “trolley,” which many people use in their houses in Bangladesh (see p. 590).

These metal beds and wheelchairs are welded together by workers with paraplegia. For the coconut fiber mattresses they use, see p. 199.

**Adjustable back support clamp**

Supporting a person with paralysis so he lies on his side can be difficult. Pillows easily move or slip. This simple clamp helps solve the problem. It was designed and made by workers with disabilities at the Centre for the Rehabilitation of the Paralysed, Dhaka, Bangladesh (see p. 518).

**CAUTION:** To prevent pressure sores, be sure the child changes position often (see Chapter 24).
Sitting Aids

A wide variety of early sitting aids are included in the chapter on cerebral palsy (see pp. 97 and 98). Special seating adaptations for chairs and wheelchairs are in Chapter 65.

Here we include a few more ideas:

- **Seat for child with spasticity who has knock-knee contractures** (one of many possibilities, see p. 5).
- **Strap for keeping legs apart** (one around each leg and tied through holes in sides and seat).
- **Tire seat or swing bends head, body, and shoulders forward to help control spasticity** (see p. 421).

**A log or roll seat helps the child with spasticity or poor balance sit more securely with legs apart.** Log should be as high as the knees. Leave a little room between the cut-out circle in the table and the child’s belly.

**A seat and table like this in the form of a fish on the ocean makes sitting in a special seat fun.** So do the village-made toys (PROJIMO, seat design by Don Caston).

**Design from Handling the Young Cerebral Palsied Child at Home** (see p. 638).

- **Seat for a child with spasticity whose body stiffens backward**
- **A log or roll seat helps the child with spasticity or poor balance sit more securely with legs apart.** Log should be as high as the knees. Leave a little room between the cut-out circle in the table and the child’s belly.

**Other Ideas for Holding Legs Apart**

From Don Caston and Healthlink Worldwide:

- **A seat and table like this in the form of a fish on the ocean makes sitting in a special seat fun.** So do the village-made toys (PROJIMO, seat design by Don Caston).

- **A log or roll seat helps the child with spasticity or poor balance sit more securely with legs apart.** Log should be as high as the knees. Leave a little room between the cut-out circle in the table and the child’s belly.

For more ideas on adapted seating, see Chapters 9, 35, and 65. Also, see scooters and walkers with roll seats, p. 98.
Standing aids (see also pp. 99, 312, and 500)

Many children who have difficulty with balance or control when standing may benefit from standing or playing in a “standing aid.” Even for the child who may never stand or walk on her own, being held in a standing position with weight on her legs helps circulation and bone growth and strength.

**STANDING BOARD**

Sometimes a child who does not have enough control or strength to hold his head when lying, can hold his head up better when sitting or standing.

A simple standing board can help hold the child in a stable position. This one leans against a table.

**LEANING BOARD**

from Don Caston and HealthLink (see p. 642)

**BACK-BOARD**

This can be used to gradually bring a child to a standing position. It is especially useful for older children who get dizzy if brought to a standing position too quickly. This can happen after a spinal cord injury or a long, severe illness. The child can be stood up gradually and for longer each day.

Use angle irons to hold boards firmly.

**STAND-IN TABLE**

hinges (cloth or leather)

padded knee block

**OTHER IDEAS**

hollow log (like people use for bee hives)

plastic garbage container. (Fasten it to a wide base to keep it from tipping over.)

adjustable foot board for children of different heights

large tile or cement pipe
STANDING FRAMES

These are mainly for a child with contractures or painful joints who has difficulty standing straight. The child can gradually be straightened up.

STANDING-AND-WALKING FRAME

This is a useful aid to begin standing and walking, for children paralyzed or severely affected below the waist (paraplegia, spina bifida, diplegic cerebral palsy).

STANDING-WALKING BRACE

This has the same use as the standing-walking frame above, but is especially useful for children who need to learn how to walk before they are fitted for braces with a hip band or body brace.
Aids for balancing and body control

Activities for improving balance are discussed on pages 105, 311, and 312. Here we bring together a few of the aids for balancing that are shown in different parts of this book, together with a few new ones.

**BALANCE BOARDS**

A balance board like this rocks less smoothly because the center rocker is so narrow.

**BALANCE BEAMS**

For the child whose ankles bend in, walking on a log helps bend the ankles outward.

Or the child can walk on slanting boards, like this.

For the child whose ankles bend outward, walking on boards like this helps bend the ankles inward.

To improve balance also see swings, rocking horses and merry-go-rounds.

pp. 420 and 421  p. 422  p. 425
Other aids

Many aids not yet described in PART 3 have been described in other parts of this book. Here is a brief summary of some of these to give you basic ideas and tell you where to look. We also give a few ideas of aids not shown before.

EATING AND DRINKING AIDS

TOILETING AIDS

HOLDING AND REACHING AIDS (Also see pages 6, 223, 230, 335, 336, 431, and 507.)

SPIRAL HOLDING AID

Cut a piece of heavy rubber tube like this. Bolt it to a piece of plastic pipe or bamboo. Use it like this. NOTE: For larger objects such as a knife or ruler, the spiral can be made of garden hose.

REACHING TOOL

sheet metal or heavy tin

From Don Caston and Joan Thompson.

ALL-PURPOSE TOOL

pole

comb mounted firmly on pole

This end serves as pusher, a collector, and for combing hair. This end serves as a hook.

WRITING AIDS (Also see pages 189, 223, 230, and 501.)

pencil in a large gum eraser

loop of car inner tube

leather or thick cloth

Velcro

bamboo or tube or hose

rubber or plastic tubing
COMMUNICATION AIDS
(Also see “Loss of Vision,” pages 253 to 254 and “Hearing Loss,” pages 259 to 275.)

PHYSICAL EXAMINATION, MEASURING AND RECORDING AIDS

INSTRUMENT FOR LEVELING HIPS
Cut 2 pieces of thin plywood like this. Fasten them together so that they slide back and forth.

To use, close instrument around child’s waist and push down against hip bones. Then raise or lower shorter leg until the instrument is level.

“flexikins” for measuring contractures and deformities (pp. 43 to 50)
other methods for measuring contractures (pp. 43 and 79)
rib-hump angle measurer (p. 163)

aid for measuring leg length difference (pp. 34 and 549)

FOOT CONTRACTURE PREVENTION AIDS
Also see Chapter 59, “Correcting Joint Contractures,” and Chapter 58, “Braces.”

EXERCISE AIDS

inner tube